

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of research questions, the objective of the research, formulation of hypotheses, significance of the research, scope and limitations of the research, definition of key term.

A. Background of the Research

English has four language skills that must be mastered, namely speaking, reading, listening, and writing. The four skills are related to one another. All skills in learning and teaching English must be learned and taught by students and teachers, one of which is speaking skills. According to (Fisher & Frey, 2014) speaking is a uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. In learning English, speaking holds an important role if we want to master a language. This is in line with the (Khamkhien, 2010) that speaking is deemed to be the most important in learning a second or foreign language. Everyone must communicate with each other by speaking and using language. Speaking is very important to enable students to communicate effectively through oral language because of the disability of the study to speak their ideas express even in a simple form of conversation. Speaking is necessary, and it is inextricably linked to the presence of a language. It indicates that if no one speaks, there will be no interaction. When it comes to learning English, speaking is the most significant part for students.

In General, (UR, 1996) Mentions that there are several problems with speaking activities. The first is inhibition. Students are often hampered from trying to say something in a foreign language in class because they make mistakes, are afraid of being criticized, and feel embarrassed to speak in a foreign language. The second is nothing to say. Offering students complain that they can not say anything. They also lack the motivation to express themselves. Then the third is low participation. In a group of students, there will be someone who speaks the most to be heard while others do not have or even have little opportunity to speak. This condition causes a tendency to be dominant over the others. The last is the use of mother tongue. In the world of education such as schools and universities, most of the students come from the same area who use several of their mother tongues. This makes them use it in communicating with each other because it is easier and flows more naturally than a foreign language.

According to several studies, the problem that causes students in junior high school to learn to speak is the difference. The first lies in their low vocabulary mastery. Low vocabulary becomes an obstacle for them to speak. They are confined about what words to say when answering questions. This can make it difficult for many students to respond when the teacher asks them to say something in a foreign language because they have little idea so they are often confused about what to say, vocabulary to use, or how to use grammar correctly (Baker & Westrup, 2003). In addition, the low motivation of students in learning to speak in class. Because according to them speaking is one of the most different activities. Students also find it different to listen to English words because they are not used to them and feel

foreign. In addition, limited time is also an important problem for students learning to speak. With limited time, they lack practice in speaking, so the teacher only gives material without any speaking practice. Lastly, students feel less confident, causing nervousness when speaking English in front of an audience in class. They feel embarrassed if their friends are laughed at when they make mistakes.

In teaching speaking, students have many problems both external and internal factors as mentioned above which are related to English such as lack of mastery of vocabulary and grammar. They can not do the ability to speak naturally and spontaneously. So, the results of teaching speaking in schools are not satisfactory. According to (Brown, 2001) there are several factors that make speaking one of the most difficult language skills. The teacher's teaching method can be one of the factors that influence learning achievement. In teaching speaking, it is important to provide opportunities for students to practice producing language orally. In other words, it is important for teachers to provide opportunities for students to produce their own speeches by interacting with others. In fact, teaching English in Indonesia tends to focus on teaching grammar, exploring and memorizing vocabulary but not using it in real practice. Students may be able to make sentences grammatically but still cannot use them properly with others in social interactions. This triggers the low speaking skills of students.

To overcome this, the teacher must know the best methods and best techniques in facilitating students' speaking. There are several techniques that can be used by teachers to teach speaking. The technique must attract interest and motivate students in the teaching and learning process. One of the teaching

strategies in teaching speaking is the Information Gap. (Pramesti, 2010: 2) states that the Information Gap is an activity where students lose the information they need to complete a task and need to talk to each other to find it. This activity involves students fully in sharing the information they have to solve a problem, gather information or make decisions. So, in learning English students have to be involved in as many situations as possible where one of them has some information and the other doesn't, but they have to get that information by asking friends who might have that information.

This information gap activity is one of the recommendations as a step for developing English language teaching. This activity can be used with vocabulary, grammar, cultural, and historical contexts, as well as most academic fields. According to (Harmer, 2007) information-gap activities are where two speakers have different information, and there is a "gap" between them. The information gap is the key to increasing communicative goals and the desire to communicate. (Woods, 2005) said that information gap activities serve as problems or collect information. In the information gap activity, students must communicate with each other in English to get the information they need to know to complete the tasks given by the teacher. In information gap activities, students are left to work independently in sharing information. Therefore, information-gap activities help students appreciate their ability to use the target language to communicate without direct intervention from the teacher.

Gains from information gap activities according to (Neu & Reeser, 1997). First, activities involving information gaps motivate students to learn to speak.

Collaborative and individual efforts are methods of learning a foreign language. Students are free to talk together to gather information from other students which results in non-formal scripts that cause students to be more relaxed about doing so. If there are data gaps, discussions between students will be interesting and meaningful. Second, activities with information gaps are suitable for all levels by making some changes from basic to advanced levels. Teachers as monitors and students as activity participants are planned for beginner and intermediate levels, while activities are guided by instructors and supervised by students for intermediate and advanced levels.

Seeing the advantages of information gap activities, this study will apply the information gap activity technique as a learning strategy in the classroom. In addition, information gap activities are a strategy to facilitate students in improving their ability to speak English. In this activity, students are expected to do it in pairs. A student will select information that the other pair does not have and the pair will share their information. This makes students active in participating in class discussions. This can achieve teaching materials and activities that can provide enthusiasm, courage, and stimulation to students, when the teacher presents material and asks students to express their ideas, there will be no monotony and boredom in the learning process.

Support for the effectiveness of the strategy to be used can be seen in several previous studies. The first study was written by Dewi, Asriani, and Aprida (2019) with the title *The Effect of Information Gap Activities on Students' Speaking Skill*. The aim of this research is to know the extent of the application of information gap

activities on students' speaking skills, the extent of the student speaking skills before and after using information gap activities, and whether there is any significant effect of using information gap activities on students' speaking skills. The result of the research that the application of information gap activities is categorized "Very Good". Then the students' skills after being taught using the information gap increased from before. This states that there is a significant effect of information gap activities on students' speaking skills in class XI students of SMA Negeri 1 Sibabangun. The second research was written by Sugi Widiawati (2019) entitled *The Effect of Applying Information Gap Method by Using Flow Chart Media on the Students' Speaking Achievement*. This study was conducted as a quantitative study. This research was to find out the significant effect of information gap method by using flow chart media on the students' speaking achievement. The results of this study are in accordance with the final hypothesis showing that (Ho) was rejected and (Ha) was accepted. And there is no difficulty with students in learning to use flow charts as a medium. It means that there was a significant effect of applying the information gap method by using flow chart media on the students' speaking achievement.

The third study was written by Andriana (2019) entitled *The Effect of Information Gap Activity on Speaking Performance of The Eight Grade Student's at Junior High School 24 Jambi*. This study aims to find out the effect of Information Gap Activity on Speaking Performance for eight grades of Junior High School 24 Jambi City. This research was quantitative research and it was conducted using a quasy-experimental design. The results of the analysis indicated that the mean post-

test score was higher than the mean pre-test score. So that H_a was accepted. It means there was significant Information Gap Activity (IGA) toward students' speaking performance. Then, the result of the independent sample t-test showed that the t-test is bigger than the t-table. So, the null hypothesis (H_0) was rejected. It means that the alternative hypothesis (H_a) was accepted. It means, there was significant difference in students' speaking performance between the students taught by information GAP activity and those who were not. The fourth study was written by Yanti Rosalinah and Nurul Khilda (2019) with the title Teaching English Speaking Through Information GAP Technique. This study aims to apply Information-Gap techniques in teaching speaking English in 8th grade students at MTs. Al-Husna Depok. The research findings include: 1) Gap Information is an interesting technique in learning speaking, so that students can enjoy the learning process. 2) With the Information Gap technique can make students more active in communication, and increase the courage and confidence of students. 3) In addition, students will not feel bored by applying this technique, because there are many different and interesting activities in the Information Gap technique. So, it can be concluded that the Information Gap technique is very effective in teaching English speaking to students.

Based on the research above, it can be seen that research on information gap activities in speaking skills has been carried out, but in this study researchers used asking and giving information material in applying this method which has not yet been realized at the junior high school level. For this reason, researchers conducted

research to find out how the effect of information gap activities on students' speaking achievement.

B. Research Question

Based on the title and background of the research, the research question is as follows:

1. Is there a significant effect on students' speaking achievement before and after being taught using Information Gap Activity in seventh-grade students of MTs Darul Falah?

C. Objective of the Research

Based on the formulation of the research question, the objective of the research is as follows:

1. To know whether a significant effect on students' speaking achievement before and after being taught using Information Gap Activity in seventh-grade students of MTs Darul Falah.

D. Research Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. This research used an experimental research design with a quantitative approach. The researcher has two kinds of hypotheses formulated to be tested, they are null hypotheses (H_0), and alternative hypotheses (H_1):

1. H₀ (Null Hypotheses)

There is no significant effect on students' speaking achievement before and after being taught using information gap activity in seventh-grade students of MTs Darul Falah Bendiljati Kulon.

2. H₁ (Alternative Hypotheses)

There is a significant effect on students' speaking achievement before and after being taught using information gap activity in seventh-grade students of MTs Darul Falah Bendiljati Kulon.

E. Significance of the Research

The research findings are expected to be significantly relevant in terms of theoretical and practical aspects. Theoretically, the findings of this study are expected to provide some information about better strategies to improve students' achievement in speaking, especially the use of information gap activities.

1. For the students

This study hopes that by using information gap activities students' achievement in speaking will increase. In addition, students will become more creative and be able to express their ideas, thoughts and feelings, as well as be more confident in speaking.

2. For the teachers

This study hopes that teachers can use information gap activities as an alternative medium in teaching and improving student achievement in speaking.

3. For other researchers

This research is expected to be useful for future researchers who wish to research Information Gap Activity. The researcher suggests that other researchers prepare everything in the research so that the results are useful and the information gap activity can be an alternative strategy for teaching English to different abilities.

F. Scope and Limitation of the Research

This study focuses on the effect of teaching using information gap activities on the speaking achievement of seventh grade students at MTs Darul Falah. This research will be limited only to the material of asking and giving information in the second semester. Students will be divided into several groups. And the strategy used only uses information gap activities.

G. Definition of Key Terms

The definition of the key term is explaining some of the words used in this study. The following are the key terms used in the research:

1. Information Gap Activity

An Information Gap Activity is any in which some information is missing and the students need to ask questions of other students who have the answers to collect it. Information gap activity serves as a problem or collects information.

2. Speaking

Speaking is a way for people to communicate by expressing feelings, composing ideas, and developing them according to the needs of listeners.